

SECTION B

5 Year Budget Option 1

LEA Application - School Building Level Information MICHIGAN SIG COHORT V

APPLICATION COVER SHEET

COMPLETE IN ENTIRETY FOR EACH SCHOOL APPLYING FOR A GRANT

School Building Information

Legal Name of School Building: Litchfield High School

School Building Code: 02237

Mailing Address: 210 Williams Street, Litchfield, MI 49252

School Building Contact for the School Improvement Grant

Name: Dr. Corey Helgesen

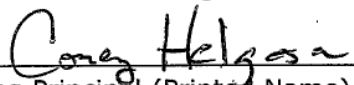
Position and Office: Superintendent/Principal

Contact's Mailing Address: 210 Williams Street, Litchfield, MI 49252

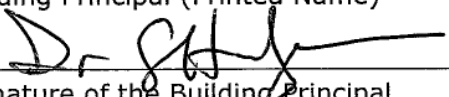
Telephone: 517-542-2388

Fax: 517-542-2386

Email address: chelgesen@litchfieldschools.com



Building Principal (Printed Name)



Signature of the Building Principal

517-542-2388

Telephone

7-15-16

Date

The LEA, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application

ASSURANCES AND CERTIFICATION: By signing this cover sheet, the applicant certifies that it will agree to perform all actions and support all intentions stated in the Assurances and Certifications in **Attachment G**, and will comply with all state and federal regulations and requirements pertaining to this program. The applicant certifies further that the information submitted on this application is true and correct.

Identify the Intervention Model Used in This School:

- Transformation Model
- **Turnaround Model**
- Early Learning Intervention Model
- Evidence-Based Whole-School Reform Model
- Closure Model
- Restart Model

Intervention Model: Turnaround Model

Identification Status of the School (Priority or Focus): Priority

NOTE: Narratives should follow the sequence of the grant application.

1. Analysis of Need

When preparing responses, the school should consider evidence of need by focusing on improvement status; all core content achievement results, as measured by the state and local assessments, poverty level, graduation data, extended learning opportunities, special populations, etc. Refer to the School Data Analysis, EdYES! Report, and results of the Data Dialogues facilitated by the Intervention Specialist (IS) or District Improvement Facilitator (DIF). Consider how subgroups within the school are performing and possible areas to target for improvement. The narrative should include, at a minimum:

- Identified data source(s)
 - Relevant student achievement data
 - Connection(s) to student achievement data and targeted areas of improvement.
- a. Based on the information above, describe the school and LEA's method and rationale for how and why the implementation activities of the selection intervention model were identified. **(maximum length 1 page)**

LHS Response

We employ 8 faculty for 6th-12th grade. Staff members share responsibilities. Over 68% of our students qualify for free/reduced lunch. In 2012, LCS was designated as a priority school by MEAP scores for K-5 and grades 7-8. A K-12 reform plan was developed. Currently, LCS has completed four years of priority status. Targeted Areas for Improvement include content area literacy, math and instructional strategies.

Data sources used:

2012 – Data Dig with leadership team, MSU intervention specialist and the SIF from the Hillsdale County ISD. Proficiency levels over the past three years for reading have been a range of 29% to 48%. Math proficiency levels have been a range of 0% to 19%. Science proficiency levels have been a range of 0% to 10%.

These scores indicate a downward trend in proficiency. Students at Litchfield Middle/High School in grades 6-11 are not making adequate gains in any core subject area. **2014** – M-STEP data dig with leadership team and the Hillsdale County ISD. Proficiency levels for reading were a range from 31.3% to 50% proficient. For math, proficiency levels have been a range of 8% to 25%. For science, proficiency levels have been a range of 4% to 25%. For social studies, proficiency levels have been a range of 8% to 24%. These scores demonstrate a relatively flat trend in ELA and a slight rise in scores in the other core areas. We are not content with those proficiency levels, as we know the majority of our students are not seeing success. **Spring 2016**- Because of lack of data on recent state testing, we have compiled the following NWEA data: 2015 Fall scores for the NWEA Reading test show 36% of 6th-11th grade ELA students met or exceeded the nationally normed RIT score. 2016 Spring scores for the NWEA Reading test show 34% of 6th-11th grade ELA students met or exceeded the nationally normed RIT score. 2015 Fall scores for the NWEA Math test show 20% of 6th-11th grade math students met or exceeded the nationally normed RIT score. 2016 Spring scores for the NWEA math test show 25% of 6th-11th grade math students met or exceeded the nationally normed RIT score. 2015 Fall scores for the NWEA Science test show 40% of 6th-10th grade science students met or exceeded the nationally normed RIT score. 2016 Spring scores for the NWEA Science test show 44% of 6th-10th grade science students met or exceeded the nationally normed RIT score.

Subgroups identified:

No subgroups were identified because of our current population of less than 150 students.

Process for intervention model:

In 2012, the district initially chose the Transformation Plan. After two years of operating under this plan, the district reassessed their performance. At this point there was a static trend in scores. Based on this assessment, the Board of Education voted to adopt the Turnaround Model. In the summer of 2014, all 9 teachers were laid off and put through a screening process in conjunction with the HCISD. 4 teachers were recalled. At this point, the targeted areas for improvement were also reassessed based on the data. There was a shift in focus from Reading to content area literacy to include science and social studies.

- b. Describe the LEA's process for involving parents and the community in selecting the reform model. **(maximum length 1 page)**

LHS Response

As a District with two schools in the same physical building, the consultation with relevant stakeholders was done within the single building. The stakeholders involved were already established due to the Reform Redesign Report. Those stakeholders include the School Improvement Facilitator, the leadership team (comprised of four teachers), the new administrator, the school board, parents, community members and staff. The stakeholders collaboratively developed the plan at staff/school improvement meetings. We held one staff meeting per month: it was

a standing item on the Board of Education agenda and there were bi-monthly parent meetings. Parent/community input was given through meetings and surveys. There were quarterly opportunities at school events throughout the school year for parents/community to complete the surveys, as well as being on the district website. The leadership team also met, bi-monthly for a minimum of two hours, to discuss the plan and ensure alignment with reform initiatives already in place. These requirements were discussed in detail with all stakeholders. Parent/community input was solicited for the plan. As we finished components, we met or emailed copies to stakeholders for input. The leadership team then met and came to a consensus about the finalized plan. The school board, parents, community and staff were kept informed throughout the process. Responsibilities were divided amongst the group, with consensus coming from the whole group as sections were completed. Perception data was gathered from students, parents, community members, and staff through bi-annual surveys.

2. Baseline Data (Attachment A)

Complete the baseline data worksheet.

3. Intervention Model – provide narrative on the following:

- a. Describe in detail the appropriate interventions that will be implemented for the selected reform model using **(Attachment B)**.
- b. Describe how the school, to the extent practicable, will implement one or more evidence-based strategies in accordance with the selected SIG reform model. **(maximum length 1 page)**

LHS Response

Reading Apprenticeship - Reading Apprenticeship® is a research-based and research-proven instructional framework for improving the academic literacy of middle school, high school, and college students. We plan to hold an initial three-day training where all teaching staff will be trained. We will also utilize their onsite coaching support at a rate of two days every other month.

LLI – The Fountas & Pinnell Leveled Literacy Intervention System (LLI) is a small-group, supplementary intervention designed for children who find reading and writing difficult. LLI is designed to bring children quickly up to grade-level competency. We plan to train an intervention teacher(s) who will work with small groups comprised of the lowest achieving students in the classroom who find reading and writing difficult.

ILC - The Instructional Learning Cycle (ILC) process is a defined structure that promotes collaboration and collective responsibility within a teacher of state and local assessments, Reform and Redesign and School Improvement Plans, as well as additional factors uncovered during Data Dialogues, teacher teams determine a focus for each short term. Litchfield will implement 6 ILC's. These short cycles of

improvement are meant to last approximately 4 weeks and are guided by a teacher team identifying a measureable objective aligned to state standards and determining an instructional strategy for implementation during a specific round of the ILC. Through the ILC process, issues will be brought to light and strategies for improvement will be discussed and implemented.

- c. Describe how the implementation of the SIG will be evaluated for effectiveness.
(maximum length 2 pages)

LHS Response

Implementation of the SIG will be evaluated for effectiveness in the following ways...

Possible metrics to measure effectiveness

LCS will use NWEA assessments to determine academic progress of students. Also, all teachers will use a form of quarterly benchmarking to motivate students as well as teachers to monitor progress. In turn, students not performing at the level expected will be subject to options of highly intensified intervention strategies in both literacy and mathematics. This will be afforded through the classes that will be embedded within the class schedule each day. Leveled Literacy Intervention will be used as a tool during this instruction, with Fountas and Pinnell benchmarking completed for students struggling in reading. Also, math will use easyCBM math to progress monitor student growth in 6th grade.

Process for monitoring

The instructional rounds team will perform instructional rounds monthly. Prior to the rounds, the team will meet and discuss what part of the plan will be monitored during the current months round. During this meeting the principal and district leaders will develop their personal theories of action and will discuss them with the team. The team will then visit classrooms for instructional rounds. After the rounds have taken place, the team will meet and discuss what was observed. This meeting will assess the effectiveness of the plan and drive future professional development whether it is something new or revisiting an existing part of the plan that is not being implemented with fidelity.

Responsible for monitoring

The principal/superintendent along with the SIG coordinator, Data Coach and other Instructional Round members will meet monthly for instructional rounds to assess the implementation and effectiveness of the SIG.

Reporting to other stakeholders and systems to monitor

After the Instructional rounds have taken place, the teachers will be debriefed with the findings. This will be done at a staff meeting. There will be board meeting reports as well as website presence with the data coach, family outreach liaison and principal. We also do a monthly newsletter.

Involve community members and who is responsible to monitor

We will meaningfully engage the community and families by planning events that are both attractive and informational. A panel of teachers, administration and

community members will create, administer and complete surveys that will be provided on a regular basis to improve the understanding of the business affairs of the school.

d. Title VI Rural Schools Element Modification

- i. If the LEA receives rural school funding Title VI, it is allowed to modify one element of the transformation or turnaround model. Indicate which element the school will modify, and describe how it will meet the intent and purpose of the original element. NOTE: this modification does not apply to the other models. **(maximum length 1 page)** If the LEA does not receive Title VI rural school funding, mark section 6.d as "N/A."

LHS Response

N/A We chose not to modify one element of the turnaround model.

- e. Describe how the school and district will meaningfully engage families and the community in the implementation of the reform model on an ongoing basis.

LHS Response

There are several opportunities for the community to be involved in the school, while in turn being engaged within the most essential academic areas of our students need assistance. We involve the community and families in the following ways: curriculum nights, conferences, book studies, outreach informational sessions coupled with student activities, community service opportunities, school board meetings, PTO meetings, Title I meetings, Financial Aid nights, Literacy Nights, Litchfield Initiative, through the alumni association and sporting events inter-related to the curriculum.

4. Resource Profile

- a. Describe how the district will leverage state and federal funds and coordinate resources to implement the selected intervention model. As you develop your response, consider how SIG funds will be used to supplement and support other funding resources such as general funds, Title I, Part A, Title II, Part A, IDEA special education funds, and Michigan Section 31a At-Risk funding. **(maximum length 1 page)**

LHS Response

State funds Leveraged

State funds currently are leveraged to implement the intervention model by ensuring that highly qualified dynamic teachers are in place. In addition to this, the school day has been lengthened for greater instructional impact. For the upcoming school year, instructional staffing has been increased to increase student course offerings. We also are adding an 8th Hour Extended Day Teacher, after school, to assist students after school.

Federal Funds Leveraged

Currently, the district's middle and high school is not a Title I funded school. There is PD covered by the Title IIa funds from the school-wide Title designation in the elementary. There are also 31a at-risk funds allocated to PD and other staffing within the district where supplemental need is warranted.

SIG funds will be used to supplement and support other funding

SIG funds will be used to support the supplement of the STEM process and to ensure that literacy through Leveled Literacy Instruction and Reading Apprenticeship will have highly effective support in the area of intervention and instruction and tools. Such tools will be: Promethean Boards, one-to-one computing, and robotics equipment, Mac carts for technology, STEM labs and software applications. SIG funds will also be used to support the following positions: Family/Community Liaison, Data Coach, Graduation Coach, Student Athlete Liaison, Leveled Literacy Intervention teacher, 8th Hour Extended Day teacher and Technology coordinator. These positions will be sustainable after grant ends.

- b. The MDE requires the district to have three SIG- funded positions **working at the building level** as a condition of receiving the grant. These positions are:
 - 1. The SIG coordinator
 - 2. Data coach
 - 3. Family liaison coordinator/director
- ii. The school principal or assistant principal cannot perform any of the duties outlined above.
- iii. The **recommended** Full-Time Equivalencies (FTEs) for each of these positions are based on the enrollment on each school. These are detailed below:
 - 1. Building enrollment of 250 students or less: should not exceed 0.5 FTE per position.
 - 2. Building enrollment of 251 to 500 students: should not exceed 0.7 FTE per position.
 - 3. Building enrollment of 501 or more students: should not exceed 1.0 FTE per position.
- iv. Districts applying for multiple schools may combine FTEs. For example:
 - 1. Two buildings with enrollment of 250 or less students are applying. They could have:
 - a. 1.0 FTE SIG coordinator to cover both buildings.
 - b. 1.0 Data Coach to Cover both Buildings.
 - 2. These are examples only. The school and district must decide how best to leverage the recommended FTEs to meet their unique needs.

- v. In a single building, any of the three positions may be combined at the building level. For example:
 - 1. One individual could be 0.5 FTE as the SIG coordinator and 0.5 FTE as the Data Coach.
 - 2. This is provided as an example only. The school and district must decide how best to leverage the recommended FTEs to meet their unique needs.
- vi. Describe how these positions will be operationalized, how they will be funded, how the appropriate FTEs will be assigned at the school level, and how they will support the SIG. **(maximum length 2 pages)**

NOTE: SIG positions **funded at the building** level **may not be duplicated** at the **district** level. Some district costs for oversight of the SIG are allowable. See LEA level application for more information.

LHS Response

SIG Coordinator

The school will plan to provide a part-time 0.25 FTE SIG coordinator given that we are less than our 250 students in size. The individual will be a shared SIG coordinator with our elementary SIG III coordinator. With the SIG III coordinator, the most logical and efficient selection would be the current SIG coordinator to fill this position. The primary position's function will be to confirm that professional development is implemented and monitored in support of the reform plan. Additionally, the coordinator shall ensure that the budget follows grant's guidelines, restrictions and professionals for procurement. In every aspect of the grant, this individual will coordinate the implementation accordingly.

SIG Data Coach

The school will plan to provide a part-time 0.123 FTE data coach. Our elementary SIG III data coach will be elicited for assistance. This individual will preferably be available to the teachers on a regular basis in the building to work with the PD and data analysis.

SIG Family/Community Liaison

The school will plan to provide a part-time 0.25 FTE Family/Community Liaison. Our elementary SIG III family liaison will be elicited for assistance. However, this shall be posted externally, if needed, for consideration. This individual shall work to strengthen the awareness of teachers and administrators in several different methods. For example, engaging families, functioning as liaison between the administration and families around parent involvement issues, providing regular communication with parents to inform them of events at the school and supporting and maintaining a family-friendly school community, will achieve this.

- c. The district may choose to employ staff or contract for mental health services to support SIG receiving schools.

- i. Indicate whether or not the school will provided mental health services.
- ii. If providing these services, indicate if the services will be provided by a staff member or if the district will contract for the services.

NOTE: Contracted mental health services should be for an amount that is in line with the FTE requirements based on enrollment outlined in 3.b.iii above (i.e. the school enrollment is 250 or less, so the amount for the contracted service must be equal to or less than what it would cost for 0.5 FTE of an employee performing the same service).

- iii. Describe how this work will be operationalized, how it will be funded, how the appropriate FTE will be assigned at the school level, and how it will support the SIG. If not providing this service, no response is necessary. **(maximum length 1 page)**

LHS Response

We will not be providing mental health services.

- d. Professional development must be provided throughout the school year (early release every Wednesday, other scheduled early releases, school days without students, etc.) at least 8 hours per month for all professionals in the building including the administrators and support staff. All professional development cannot occur during the summer. Professional development should be job-embedded and tied to demonstrated need.

Describe how student data will be used to identify content of professional learning and how the school will deliver the required professional development throughout the year. Provide a draft professional development calendar for year 1 of the grant **(Attachment C) (Narrative maximum length is 1 page; the Year 1 PD calendar does not have a length limit)**

LHS Response

PD Calendar Narrative

We plan to facilitate two full days of PD before school starts, introducing Instructional Learning Cycles, Guaranteed and Viable Curriculum, PBIS and Essential Standards.

August – September (29 hours): At the start of the year, NWEA assessment or PSAT in ELA, math and science will be administered to all students in grades 6-11 as well as easyCBM Math assessment in 6th grade. This will provide us with baseline data. The staff will use this as an ongoing determination to gauge student instruction. The use of the data will be used in collaborated discussion during monthly meetings. We have also incorporated early release every Wednesday for

80 minutes. Data dialogues will be transparent and both data walls and data narratives will be available for both the public and staff. Also, we will be exploring the M-STEP results in the early start of the year to determine what we need to improve upon as we create essential standards.

October – June (52.5 hours): All staff will take the pacing guides that are generated from the fall NWEA data and monitor on a quarterly basis while learning through the following PDs: Instructional Learning Cycle, STEM, Reading Apprenticeship, PBIS, and Essential Standards. The process to integrate new concepts over several PDs will be staged as follows as referenced on the PD Calendar: 1st, introduction of concept, 2nd, progression of concept, 3rd, revisited PDs to go deeper.

January and May: There will be middle and end of the year assessments in NWEA and easyCBM Math to determine both progress as well as outcomes for year's implementation.

The following is a monthly overview of professional learning for the first year:

- PBIS
- Essential Standards
- STEM
- Instructional Learning Cycle
- Reading Apprenticeship

Professional Learning is job embedded at LCS through the implementation of early release Wednesdays as well as other professional development days throughout the school year. Starting at the beginning of the school year, LCS releases students at 2:00 pm. Teachers are provided job embedded professional development every Wednesday from 2:15-3:35 for a weekly total of 80 minutes. In addition to these days, three professional book studies will take place during the school year.

5. External Service Provider Selection (maximum length 2 pages)

Describe the process the building and district has used or will use to screen and select external service providers (ESPs) or Whole School Reform Model Developer from the MDE approved ESP list. Include the following:

- How the individuals, team, or committee responsible for vetting and selecting ESP was determined
- Process used to research provider and review evidence of effectiveness
- A description of the decision making process (i.e. voting or staff consensus)

NOTE: The school may choose not to work with an external service provider; however the SIG final requirements state the application must still include the information above. Responses that consist of a statement such as "the school will not work with an external service provider" or "N/A" will receive a score of zero.

LHS Response

Individuals, team or committee responsible for vetting and selecting ESP was determined:

- Litchfield Schools has a Priority Leadership team chosen by the Board of Education. The team, comprised of administration, four veteran teachers, technology director, assisted in writing and monitoring priority plan.

Process used to research provider and review evidence of effectiveness:

Recruiting, Selecting, Matching External Providers with your needs

Step 1: Evaluate whether ESPs have models that are aligned with the school's need. ESPs should fall into one or more of the reform requirements and Unpacking Tool:

- Instructional Practices and Programs (that support the Big Ideas)
 - Professional Learning (to Support Instructional Practices)
 - Student Achievement Data Collection (to determine effectiveness of the instructional program)
- Family and Community Engagement (strategies implemented to support student success, including social-emotional needs)

Step 2:

1. Determine whether the ESP has been successful in the past in similar types of districts/schools. All provides should be able to provide you with references and evidence of their past experiences and effectiveness.

Step 3:

2. Ensure that the external provider agrees to ambitious yet attainable performance benchmarks that are tailored to your school's needs.

Team will use the guiding questions from the MDE Budget toolkit.

Description of the decision-making process:

- The Priority Leadership Team will meet, vote, achieving group consensus in selecting the ESP.

Process that will be used to monitor and evaluate the ESP:

The leadership team will meet initially with the External Service Provider (ESP) to collaboratively develop an evaluation plan for the ESP services before the services begin. The evaluation plan should ensure whether the provider's model continues to be aligned with the school strategy. The contract will be reviewed to ensure all terms have been met and not altered in any way. A request for self-evaluations from the ESP will also be made.

Templates will be made to evaluate ESP outcomes, staff, materials, professional development (on-going) and professional development (training sessions).

On-going evaluations should include:

Immediate evaluation of training sessions and on-site consulting

Regular debriefing between leadership team and ESP (no less than monthly)
Staff meeting time to discuss staff impressions of ESP services

When the leadership meets bi-annually to formally evaluate the ESP, the following guiding questions should be used to assist the process:

1. Is the provider meeting its stated performance goals and benchmarks?
2. Are the provider's services having measurable effects?
3. Do the provider's services continue to be of high quality?
4. Is the provider implementing and adjusting based on feedback received?
5. Are the services aligned with state standards and district/school initiatives?
6. Is the provider performing the work according to the agreed timeframe?
7. Are any of the weaknesses in the provider's program limiting the success of implementation at your school(s)? If so, are these weaknesses being addressed?
8. Is the provider successfully integrating its services with those of the school and district, as well as other providers?
9. Is the provider staying within its projected budget?
10. Does the provider's model continue to be financially viable?
11. Have the staff and faculty had the opportunity to voice concerns about the work of the ESP?
12. Have the staff and faculty had the opportunity to share successes in working with the ESP?

6. Increased Learning Time (maximum length 1 page)

- a. Describe how increased learning time (lengthening the school day, week or year) will be scheduled.

LHS Response

Increased Learning Time will be scheduled in the following ways:

- Five professional development days for the purpose of collaboration time (32 hours)
- 34 early release day meetings a year (45 hours)
- Added 20 minutes per day, making the school hours 7:45-3:20 (57 hours)
- 8th hour, for any student that needs additional academic support (108 hours)

- b. Describe how increased learning time will be spent engaging students in learning, not just adding clock time to a schedule.

LHS Response

- Bell-to-Bell instruction
 - 90 minute uninterrupted language arts block in grades 6-7
 - Scheduled intervention time for math and language arts
- c. Indicate whether or not an agreement with the union will be required to support increased learning time, and if so, will the agreement be signed prior to the start of the school year?

LHS Response

- A Letter of Agreement between the Litchfield Community School and Litchfield Education Association will be reached and signed prior to the start of the 2016-2017 school year.

7. Timeline

- a. Attach a comprehensive five-year timeline for implementing the selected intervention (**Attachment D**). Identify who is responsible for each implementation activity. (PRIORITY SCHOOLS ONLY): For year one, note which activities have already occurred due to being previously identified as a priority school.

8. Annual Goals

- a. Determine the school's student academic achievement goals in the core content areas **for each of the next five years** as determined by local and state assessments. Take into account the changing state assessments and how that will affect goal setting. At a minimum, mathematics and reading must be included. For example, if the present proficiency rate in mathematics is 18%, what will it be at the end of years one through five? (**Attachment E**)
- b. Describe how data will be used for continuous improvement, and how often it will be analyzed. (**maximum length 1 page**)

LHS Response

How data will be used for Continuous Improvement

The sources of data used in the analysis are common local assessments, NWEA, M-STEP, MME/SAT, poverty levels and surveys. Based on the analysis, Litchfield has determined for turnaround improvement in student academic achievement, our reform efforts must focus on the following: 1) We will improve student academic performance in reading by focusing specifically on content area literacy. This goal will be the focus of all grade levels and content areas. 2) We will improve student

academic performance in math by focusing on numbers and operations. 3) We will improve student academic achievement by engaging in professional collaboration during our early-release days, focusing on teaching for learning through data-based decision making to ensure achievement for all students through best-practice Tier I instruction with interventions added to Tier II in our Multi-Tiered System of Support.

How often the data is analyzed

We will monitor our progress of annual goals by using data from NWEA, M-STEP, MME/SAT, poverty levels, attendance data and perception surveys. This will be done as the data becomes available, to ensure we are on track to meet the progress of annual goals. We have scheduled 8 dates to discuss data within our professional development calendar for Year I.

9. Sustaining Reforms (maximum length 2 pages)

Describe how the reforms from the selected intervention will be sustained in this school after the funding period ends. **How will capacity be increased as a result of receiving the grant, and what commitment(s) will be made to sustain reforms after the grant period ends?**

LHS Response

How capacity will be build across leadership and staff

Increased sustainability and capacity will be facilitated across leadership and staff by the on-going professional development, which helps cultivate and support building-level systemic change. Professional development will be focused on the three fundamental changes of Positive Behavioral Intervention Supports (PBIS), Instructional Learning Cycles (ILC's) and creating a Multi-tiered Systems of Supports (MTSS). After the grant ends, the Priority Leadership Team will have the capacity, structures, tools and resources to continue to support improvement in teaching and learning at Litchfield.

The following professional development will provide sustainability for years to come:

Positive Behavioral Intervention Supports (PBIS):

- Increased Time-on-task
- Positive behavior creates a positive culture
- Positive behavior support increases capacity in staff when dealing with difficult behaviors

Professional Collaboration during early release days:

- Formative Assessment
- Pacing guides/Essential Standards/Big 10
- Book Studies
- Instructional Learning Cycles

- Professional Library
- Marzano's 9 High-Yield Instructional Strategies
- Kagan Strategies
- Reading Apprenticeship
- Differentiated Instruction professional development
- Leveled Literacy Intervention
- Mathematics Intervention
- Reading Apprenticeship
- easyCBM

Identifies who was involved in the process of designing the sustainability plan

Other aspects of sustainability include: extended learning time, parent and community involvement and additional technology. The Leadership Team was involved in the process of designing the sustainability. The team takes concerns and ideas from all stakeholders.

The following commitments will be made to sustain reforms at the end of SIG V:

- By having a laser-like focus on specific and few reforms, we will build capacity within our staff. This allows the district to sustain these reforms indefinitely.

Describe how stakeholders were identified

The stakeholders identified in creating the SIG V sustainability plan were the data coach, Middle School/High School veteran teacher, union president, Middle School/High School principal and SIG III coordinator. Due to the success of SIG III, the SIG III coordinator was able to assist with effective planning for sustainability.

10. Budget Narrative and Preliminary Budget Overview

Provide narrative for this section that describes the following:

- a. Description of appropriate staffing and activities to the support the intervention model at the school level for the full five years of the grant. Indicate the school is selecting 5 year budget option 1 as detailed in 4.b below. (maximum length 1 page)
 - i. Appropriate FTEs by enrollment must be documented for SIG funded positions.

LHS Response

The staffing needs to support the interventions at the school level for the full five years of the grant with budget option 1 include the required SIG coordinator at .25 FTE, Data coach at .123 FTE and Family/Community Liaison at .25 FTE. Other staff will include:

- Graduation Coach (.28 FTE)- providing academic and goal-setting support for students
- Leveled Literacy Intervention (LLI) Teacher (.14 FTE)- - providing reading intervention to students who are struggling (LLI is currently best-practice instruction at the elementary.)
- STEM Teacher (.28 FTE)- - providing STEM-approach to building (Project Lead the Way- a STEM-based program, is currently in the elementary.)
- Student Athlete Support Liaison (.14 FTE)- - providing academic support and communication between school, students, home and coaches
- 8th Hour Extended Day Teacher (.14 FTE)- providing additional academic programming after school for an additional hour of the school day.
- 8th Hour Programming Bus Driver (.14 FTE)- providing busing services for the 8th Hour students
- Technology coordinator (.14 FTE)- providing technology support for new SIG technology)
- Capturing Kids' Hearts coach (.02 FTE)- providing teacher support for the program (Training for this program was held in September 2015)
- School-to-Work Liaison (.14)- providing communication between local work locations and students, leading to students as successful community members

Other contracted services to support the interventions include: Reading Apprenticeship professional development and coaches, instructional coach to support Marzano's nine high-yield instructional strategies, academic technology coach, Kagan professional development, technology professional development and Capturing Kids' Hearts review professional development. Book studies will also support interventions. District has a PBIS intervention specialist who will also be apart of intervention.

- b. How the school's yearly budgets and activities will differ over the five-year period of the grant. Indicate at the beginning of the narrative the school will use option 1 detailed below. **(maximum length 2 pages)**
 - i. **Option 1:** 1 Year of pre-implementation/planning not to exceed \$500,000, 3 years of full implementation not to exceed \$750,000 annually, and 1 year of sustaining reforms not to exceed \$500,000.
 1. How will the Year 1 pre-implementation and planning activities differ from what will be budgeted for full implementation in years 2-4 and sustaining reforms in Year 5?

NOTE: schools selecting this option may not use the pre-implementation/planning year to research and select the intervention model. The intervention model must have been selected prior to the start of the grant.

Schools choosing this option are required to submit a "*Plan for Full Implementation*" to the MDE by July 1, 2016. Funding for years 2-5 are dependent on MDE approval of the *Plan for Full Implementation*. More information will be provided at a later date.

LHS Response

The school will use option 1 for their budget.

For Year 1, pre-implementation year, book studies will begin, all positions will begin except for STEM and LLI teachers, technology will be ordered and professional development and systems will begin during the 2016-2017 school year as well as the summer of 2017. Those hired will begin their positions in a pre-implementation/planning manner.

In Years 2-4, full implementation, all staff will be in place, additional technology will be gradually purchased, and allowing staff to implement with fidelity, and professional development will build upon what has already been introduced.

In Year 5, reform sustainability, most positions will be at a .14 FTE, except for the Family/Community Liaison who will remain at a .25 FTE. Technology will be in place, professional development will be to maintain instructional practices introduced over the grant cycle and coaching will have a supportive role.

Year 1-

- PBIS
- Data Discussions
- Reading Apprenticeship (Summer 2017)
- STEM Training (no teacher in Year I)
- Leveled Literacy Intervention Training (no teacher in Year I)
- Essential Standards/Pacing Guides/Big 10
- 1:1 Computing (Summer 2017)
- Apple Training (Summer 2017)
- Truth in Grading Book Study with principal
- Simplifying Response to Intervention Book Study with leadership team
- Classroom Instruction That Works Book Study with instructional coach

Year 2

- PBIS
- Data Discussions
- Reading Apprenticeship and Reading Apprenticeship coaching
- STEM Training
- Essential Standards/Pacing Guides/Big 10
- 1:1 Computing
- Apple Training
- Kagan- Cooperative Learning
- Marzano Review
- Book Study

Year 3

- PBIS
- Data Discussions
- Reading Apprenticeship and Reading Apprenticeship coaching
- STEM Training
- Essential Standards/Pacing Guides/Big 10
- 1:1 Computing
- Apple Training
- Kagan- Character Development
- Marzano Review
- Book Study

Year 4

- PBIS
- Data Discussions
- Reading Apprenticeship and Reading Apprenticeship coaching
- STEM Training
- Essential Standards/Pacing Guides/Big 10
- 1:1 Computing
- Apple Training
- Kagan- Character Development
- Marzano Review
- Book Study

Year 5

- PBIS
- Data Discussions
- Reading Apprenticeship and Reading Apprenticeship coaching
- STEM Training
- Essential Standards/Pacing Guides/Big 10
- 1:1 Computing
- Apple Training
- Kagan Review
- Marzano Review
- Book Study

- c. Complete the preliminary **building level** budget overview for all five years of the grant (**Attachment F.2**)

Attachments

Attachment A: Baseline Data (to be uploaded as a separate Excel file into MEGS+)

Attachment B: Intervention Model

Attachment C: Professional Development Calendar

Attachment D: SIG Timeline

Attachment E: Annual Goals

Attachment F.2: Budget Narrative

Attachment G: Assurances and Certifications

Attachment A: Baseline Data Collection

The SIG baseline data collection is to be uploaded into MEGS+ as a separate Excel document. Do not insert here.

Attachment B: Intervention Model

Attachment B.2: Turnaround Model

The following items are required elements of the model. Describe how each element will be met. Responses must be in the sequence of requirements as listed (maximum length 5 pages).

NOTE: If applying for the rural school exemption, reference your response to question 6.d. for the element that is being modified.

LHS Response

1. Replace the principal- July 1, 2013 Litchfield Community Schools hired a new middle/high school principal. He meets the five turnaround competencies within the turnaround model. He has been committed to identify and focus on the plan requirements in order to see big payoffs. An example of this would be the structure and accountability for staff and students alike. He has been intentional with data and promotes the use of data within the Instructional Learning Cycle where teachers collect and analyze student data to inform their classroom instructional practices. The Instructional Learning Cycle is built within the Professional Learning Communities time established on early-release Wednesdays. This time has been the cornerstone of the quick turnaround. This also galvanized staff around the big ideas of the reform plan.
2. Use locally adopted competencies to measure the effectiveness of staff that can work within the turnaround environment to meet student needs. The superintendent/principal evaluation tool is the MASB approved tool. This is what was used for the current administrative evaluations. This choice was made through a collaborative decision between the board of education and the administration. Starting with the 2013-14 school year, a new evaluation tool was developed. This tool was created in a collaborative process with input from the following stakeholders: the current administration, the board of education, the Litchfield Education Association president, as well as with input from the Priority Leadership Team. This evaluation tool follows all legal requirements, including student growth for teacher evaluation. The student growth factor within the teacher evaluation will be at least 40% of the teacher's evaluation, or whatever the current state mandates by law are in place. The software, STAGES, based on the Charlotte Danielson's evaluation model, was used to record the evaluations of educators, which were conducted by the new principal. Indicator 2B: The district's process to screen existing staff and criteria used to recall no more than 50 percent of staff and select new staff is uploaded in *ASSIST under the title, "Screening Diagnostic Tool Template". This proposed Turn-Around Screening Diagnostic was

developed collaboratively with elicited input or only feedback from the following: MEA Local Union President, MEA UniServe Director, and Screening Team consisting of local administration and two H-ISD members. The use of this said Screening Diagnostic is in coordination with LCS C/S Board Policy No. 5510 (Staff Reductions/Recalls) per 07/01/2014 legal opinion. Below is the framework and criteria for the LCS

Screening Diagnostic Tool:

Turn-Around Screening Diagnostic, Process to implementation:

This "Process" section should explain that the District would handle the layoff and recall steps required to implement the turnaround model in a manner that is consistent with the District's Board Policy 5510 on layoff and recall. Specifically: conditions and retains the exclusive right to do so." The District's current operating conditions include resignation of its Elementary School and Middle/High School as Priority Schools and lack of improvement through prior implementation of the transformation model in one of its schools. As a result the District has now determined to implement the turnaround model.

3. Screen all existing staff and rehire no more than 50 percent –

STAGES: "overall rating" TOTAL POSSIBLE POINTS: 0 up to 50 points DESCRIPTION: The earned "overall rating" score in STAGES will be total rating multiplied by .50. EXAMPLE: If rating was 88%, then points added = 44%, or 44 percentage points toward individual screen rating score out of 50.

Student Growth Data: TOTAL POSSIBLE POINTS: 0 up to 20 points- Consists of the following: MIDDLE & HIGH SCHOOL: 6th through 12th grade teachers, as applicable: MME, MEAP ACCESS, & MI ACCESS A total "average" of all indisputably and individually traceable and connected core composite scores for the most recent three year's (exclusive to: 2011-2012, 2012-2013, 2013-2014) standardized data, namely to be the MME, MEAP, MEAP ACCESS, & MI ACCESS as applicable and listed below in areas that teacher was instructing said group of students tied to this data as well as the annual teacher performance evaluation section solely based upon student data over time (i.e.: where student data is tied to the teacher evaluation) and must have been an employee and employer agreed upon data growth measure in the form of "goals", for up to the most recent three years evaluations (exclusive to: 2011-2012, 2012-2013, 2013-2014) as found within the employee's personnel file at LCS. For teachers who have taught for less than three years of LCS service, or those with only two years of data available while in service at LCS, then only the two years (exclusive to: 2011-2012, 2012-2013, 2013-2014) of such data within these most recent two years taught will be the total "average" of both all indisputably and individually traceable and connected core composite scores for the most recent three year's (exclusive to: 2011-2012, 2012-2013, 2013-2014) standardized data, namely to be the MME, MEAP, MEAP ACCESS, & MI ACCESS as applicable and listed below in areas that teacher was

instructing said group of students tied to this data as well as the annual teacher performance evaluation section solely based upon student data over time (i.e.: where student data is tied to the teacher evaluation) and must have been an employee and employer agreed upon data growth measure in the form of "goals", for up to the most recent three years evaluations (exclusive to: 2011-2012, 2012-2013, 2013-2014) as found within the employee's personnel file at LCS. For teachers who have taught for only one year of LCS service, or those with only one year of data available while in service at LCS, then only the one year (exclusive to: 2011-2012, 2012-2013, 2013-2014) of such data within these most recent three years taught that are both indisputably and individually traceable and connected to core composite score appropriate "standards", and only data that is derived from being taught in sequence over more than one consecutive year that is comprehensive to all subject areas taught within a given discipline/content area (i.e.: Social Studies: US History, Gov./Econ., and World History), shall be considered as well as the annual teacher performance evaluation section solely based upon student data over time (i.e.: where student data is tied to the teacher evaluation) and must have been an employee and employer agreed upon data growth measure in the form of "goals", for up to the most recent three years evaluations (exclusive to: 2011-2012, 2012-2013, 2013-2014) as found within the employee's personnel file at LCS. Should there be absolutely no MEAP or MME indisputably and individually traceable and connected core composite scores available for a given teacher as noted by any of the above, then the default shall be the annual teacher performance evaluation section solely based upon student data over time, or wherever student data is tied to the teacher evaluation, and must have been an employee and employer agreed upon data growth measure in the form of "goals", for up to the most recent three years evaluations (exclusive to: 2011-2012, 2012-2013, 2013-2014) as found within the employee's personnel file at LCS.

4. Select new staff -

In order to meet the needs of students in a turn-around model school, Litchfield Middle/high School implemented strategies to recruit highly effective teachers. These strategies included establishing a personnel committee that is comprised of a variety of stakeholders, developing a rigorous interview process, filling available positions before August, and offering full time positions when possible. In order to meet the needs of students in a turnaround school, Litchfield Middle/high School will implement strategies to recruit highly effective teachers. These strategies will include establishing a personnel committee comprised of a variety of stakeholders, developing a rigorous interview process, filling available positions before August, and offering full time positions when possible. The student needs will be our primary focus of recruitment, which includes: 1) rural environment 2) low reading and math scores 3) low socioeconomic status. Our teacher recruitment strategy consisted of reaching out to all of the major universities to include MASA, local Hillsdale ISD, district Facebook page and our website. Our teacher recruitment process included posting each position on the school for at least three weeks, convene a committee (when possible) that consist of principal and Priority

Leadership team members, went through a screening process to ensure that credentials and previous experience aligned to student needs and schedule completed the interview process which consisted of a rigorous question and answer session with the candidates based upon the Gallop Organization, as well as having candidates present a lesson and complete a writing prompt.

5. Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions –

LCS has provided professional development paid for by the district to all staff. Opportunities also exist within the district for promotion and career growth. The positions of data coach, lead teacher and instructional coach have been created.

6. Provide staff ongoing, high-quality, job embedded Professional Development aligned with instructional program and designed with school staff –

All professional learning will be high quality and job-embedded as well as aligned to the big ideas increasing teacher effectiveness and building a rigorous, data-driven, engaging program of instruction which were identified through our data dialogue. Professional learning will be provided to the staff to support the implementation of strategies to achieve these goals. This will be job-embedded to meet the specific needs of our students. We envision that we will continue to focus on and refine our use of data within our professional learning communities to strengthen our multi-tiered system of support. We will provide additional support for teachers in the area of differentiated instruction.

Litchfield Community Schools will add five additional professional development days as well as implemented early release every Wednesday. Through this process, professional development will be job embedded.

7. Adopt a new governance structure. (May include turnaround office/turnaround leader who reports to the Superintendent or Chief Academic Officer.) –

The new governance structure will be a shared leadership model. One person who fulfills the five-turnaround competencies will hold the positions of superintendent and Middle/high School principal. In order to alleviate some of the workload, the Priority School Leadership team, which is already in place, will continue its leadership role.

In order to promote a shared governance practice, the Principal/Superintendent will meet with the lead teachers weekly and the priority leadership team bi-monthly to discuss the progress of the development/implementation of the plan, including: (1) What's working? (2) What's not working? (3) How do you know? (4) How will the things that are not working being addressed? (5) What changes will be made to ensure forward progress? In the event that the plan does not result in making rapid performance turnaround, it will be incumbent upon the Turnaround Leader to work with the lead teachers and the priority leadership

team, to make any and all revisions needed to assure that the plan produces results that reflect a rapid turnaround.

The principal will report monthly to the Litchfield Board of Education as to the development, implementation and evaluation of the Turnaround Plan. This will also be a standing discussion item on PTO and Title I meeting agendas.

The priority school leadership team and the middle/high school principal will determine the school's Title I budget. When determining the budget, all federal regulations will be followed. Staffing - Teachers who prove to need assistance within the Litchfield Elementary School will be able to be given various areas of support. Some of these areas of support include mentor teachers, coaches, HISD support, professional library, and Individualized Development Plans. This will provide the administration with operational flexibility to meet the individual needs of teachers. Use of Time (schedule or calendar) - The school has the operational flexibility to adjust the calendar, schedule and professional learning needs of its staff. The Litchfield Education Association supported the additional time that was added to provide operational flexibility. Professional Learning - The additional time added ensures that the school staff has the professional learning time to effectively implement the learning goals.

8. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as with State academic standards –
At the start of the priority school process, there was an obvious lack in the utilization of data used at Litchfield middle/high school at- large. The priority leadership team used the following data as it became identified: M-STEP and MME data and was affirmed by common local assessments. This standardized data has been used to understand the priority school designation and drive the decision to choose an instructional program most appropriate for improving student performance. Litchfield Middle/High School will implement a three-year sequence of activities in its implementation. The background is founded within desegregated data points with underlining causes to be the driver toward improvement for Litchfield middle/high schools based upon identified areas of the most significant deficiencies. Scores in the following are composite averages per grade and subject over a three-year trend measuring total proficiency ratings per each area. As there is not one set of data above any one area in the state average composite scores within any content area, and also understanding that Litchfield middle/high school has over 70% economically challenged students, to define a focus of the data not based on economic status alone, data has been desegregated as follows with a subsequent narrative to further explain this desegregation:
(1) The lowest 50% of all data within each grade level and subject tested with an explanation of any other subjects similarly low, yet not of this 50% identified.
(2) Within each lowest 50% identified, any SPED student data at-least 50% below proficiency.
(3) Within each lowest 50% identified any female or male student data at-least 50% below proficiency.
9. Promote continuous use of student data to inform and differentiate instruction to meet student needs –

Starting in the second semester of the 2012-2013 school year, Litchfield Middle/High School used data to drive instructional decisions to increase achievement in the areas of reading and math. Data walls are used to monitor and communicate student-learning progress with staff, students, parents and community stakeholders on an ongoing basis. Confidentiality of individual student results is maintained. Due to the low achievement across the district, there currently are no achievement gaps, so the use of continued data to make decisions is important in every aspect of Litchfield Middle/High School. Staff is expected to participate in vertical alignment, Instructional Learning Cycles and Instructional Rounds. During this time, teachers will review and reflect on teaching practices in order to determine what worked for student achievement and what did not in order to adjust their instructional practices. This will then be carried out through the Multi-tiered System of Supports to further differentiate to meet the individual needs of students. The administration, instructional coaches, as well as the state reform office monitor will monitor this. The priority leadership team will also compile data about instructional practices to help monitor and adjust the professional development that is being used to support rapid reform in the district.

10. Establish schedules and implement strategies that provide increased learning time –
LCS is currently home to 240 students and 19 teachers. A dramatically revised schedule is to be implemented to effectively share staff across grades in order to meet the academic needs of our students. The extended time will be used for enrichment, support and remediation of student learning and to increase the collaboration time for teachers.

Increased Time:

1. 32.5 hours- by adding five PD days to the calendar
2. 45.33 hours by adding ILC's/PLC's on early-release days
3. 57 hours- by adding 20 minutes to the school day

6-12:

All teachers at the Middle/High School will have a determined length, structure, and frequency of each instructional period for the four core content areas to be taught. Also, a special education resource room is part of the building structure. The purpose of specials (music and physical education) at the middle/high school level is to incorporate added learning opportunities for students. With this year's new schedule, the Middle/High School (6-12) has continued to be restructured to ensure:

Guaranteed, 90 minute ELA block for grades 6-7, to include: writing workshop daily and reading of content-area text related to science and social studies daily

Guaranteed, 90 minute Math block daily for grades 6-7

At-least two 30-minute MTSS intervention blocks will be implemented

11. Provide appropriate social-emotional and community-oriented services and supports for students –
Litchfield Middle/High School strives to offer appropriate social, emotional and community serves to support students in meeting their needs. Combined with the Multi-Tiered System of Supports (MTSS), Litchfield Middle/High School will use Positive Behavior Intervention Strategies (PBIS) model to assist students who demonstrate emotional, mental, developmental or social deficiencies within the classroom. PBIS is based on

principles of applied behavior analysis and the prevention approach and values of positive behavior support. PBIS is a framework or approach for assisting school personnel in adopting and organizing evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for all students. Any and all students, who experience needs within the school need to be identified, collaborated, intervened, and monitored. Through this process, collaboration with parents, staff, and student require a system that outlines both efficient and effective processes intending to treat and communicate these found needs. Thus, the Student Assistance Team (SAT) and Student Support Team (SST). Parent/Teacher Organization (PTO) - The initial meeting will be to recruit new parents to participate in the PTO. The PTO at Litchfield Schools is a strong partnership that currently exists at Litchfield Schools. The PTO meets on a monthly basis. The PTO assists in monthly fun days. Family/School Test Taking Partnership- Parents will be notified by letters and internet announcements as to pertinent information of test taking procedures, effective preparation steps at home, and when informational sessions will take place to enhance their ability to develop skills in their own children. Family Literacy Night - Teachers will set up grade level meetings where parents can attend a variety of sessions teaching strategies to enhance their child's comprehension of informational text. Parent/Teacher Conferences - twice per calendar year for 3 days in total for this opportunity. M-STEP/SAT/MME Night - Teachers will help parents understand their child's MEAP test results and teach them strategies to support their child's learning. Community Support: In an effort to gain reception in the value of educational success when transitioning students to the work force and/or further education and training, LCS will designate time to provide community support. This is significant in that ownership of academic importance at the home front is connected to student motivation. Alumni Association - Over 200 active members, which support the school by fund raising for donations for curriculum material and technology. Hillsdale Intermediate School District - provides supports for students and teachers.

Attachment C: Professional Development Calendar

Litchfield High School Professional Development 2016-2021

1. Friday, August 26, 2016 (10:00-11:30am)
 - Mentor/Mentee training
2. Monday, August 29, 2016 (7:35-3:35)
 - MS Foss PD
3. Wednesday, August 31, 2016 (7:35-3:35)
 - Welcome back to district activity (60 minutes) 7:35-8:35
 - Staff Handbooks (45 minutes) 8:35-9:20
 - Break (15 minutes) 9:20-9:35
 - Capturing Kids' Hearts Review/Social Contract/Norms (90 minutes) 9:35-11:05
 - Lunch (60 minutes) 11:05-12:05
 - Book Study: Introduction to - Truth in Grading by Whitney, Culligan and Brooksher (45 minutes) 12:05-12:50
 - Special Education/504 Plans (30 minutes) 12:50-1:20
 - Guaranteed and Viable Curriculum (60 minutes) 1:20-2:20
 - Break (15 minutes) 2:20-2:35
 - Positive Behavioral Interventions and Supports (60 minutes) 2:35-3:35
4. Thursday, September 1, 2016 (7:35-3:35)
 - Big 10 Essential Standards (60 minutes) 7:35-8:35
 - Data Discussion (40 minutes) 8:35-9:15
 - Communications (20 minutes) 9:15-9:35
 - Break (15 minutes) 9:35-9:50
 - Instructional Rounds (40 minutes) 9:50-10:30
 - Union Meeting (60 minutes) 10:30-11:30
 - Lunch (60 minutes) 11:30-12:30
 - Professional Responsibilities (3 hours and 5 minutes) 12:30-3:35
5. Wednesday, September 7, 2016 (2:15-3:35pm)
 1. Pacing Guides
6. Wednesday, September 14, 2016 (2:15-3:35pm)
 - Pacing Guides
7. Wednesday, September 21, 2016 (2:15-3:35pm)
 - Instructional Learning Cycle (ILC) Introduction

8. Monday, September 26, 2016 (7:35-3:35)
 - Instructional Rounds (45 minutes) 7:35-8:20
 - Big 10 Essential Standards (45 minutes) 8:20-9:05
 - PBIS/Capturing Kids' Hearts Revisit (45 minutes) 9:05-9:50
 - Break (15 minutes) 9:50-10:05
 - Instructional Learning Cycle (ILC) (55 minutes) 10:05-11:00
 - Lunch (60 minutes) 11:00-12:00
 - Book Study: Foreword/Chapter 1- Truth in Grading by Whitney, Culligan and Brooksher (60 minutes) 12:00-1:00
 - Communications (20 minutes) 1:00-1:20
 - Break (15 minutes) 1:20-1:35
 - Data Wall Discussion/Design (2 hours) 1:35-3:35
9. Wednesday, September 28, 2016 (2:15-3:35pm)
 - ILC 1-A (30 minutes)
 - Book Study: Chapters 2-3- Truth in Grading by Whitney, Culligan and Brooksher (50 minutes)
10. Wednesday, October 5, 2016 (2:15-3:35pm)
 - ILC 1-B (45 minutes)
 - Special Education/504 Plans (35 minutes)
11. Wednesday, October 12, 2016 (2:15-3:35pm)
 - Book Study: Chapter 4- Truth in Grading by Whitney, Culligan and Brooksher (45 minutes)
 - PBIS (35 minutes)
12. Wednesday, October 19, 2016 (2:15-3:35pm)
 - ILC 1-C (80 minutes)
13. Wednesday, October 26, 2016 (2:15-3:35pm)
 - ILC 2-A (30 minutes)
 - Book Study: Chapters 5-6- Truth in Grading by Whitney, Culligan and Brooksher (50 minutes)
14. Wednesday, November 2, 2016 (2:15-3:35pm)
 - ILC 2-B (45 minutes)
 - Capturing Kids' Hearts (35 minutes)
15. Thursday, November 3, 2016 (12:45-3:35pm)
 - Book Study: Introduction/Preface to Simplifying Response to Intervention by Buffum and Mattos (45 minutes)
 - Communications (25 minutes)
 - Data Staff walk-throughs (35 minutes)

- Data discussions (65 minutes)
16. Wednesday, November 9, 2016 (2:15-3:35)
 - Book Study: Chapter 1- Simplifying Response to Intervention by Buffum and Mattos (45 minutes)
 - Big 10 Essential Standards Check/Discussion (35 minutes)
 17. Wednesday, November 16, 2016 (2:15-3:35)
 - ILC 2-C (80 minutes)
 18. Wednesday, November 30, 2016 (2:15-3:35)
 - Book Study: Chapter 2- Simplifying Response to Intervention by Buffum and Mattos (50 minutes)
 - Special Education/504 Plans (30 minutes)
 19. Wednesday, December 7, 2016 (2:15-3:35)
 - Book Study: Chapter 3- Simplifying Response to Intervention by Buffum and Mattos (50 minutes)
 - PBIS (30 minutes)
 20. Wednesday, December 14, 2016 (2:15-3:35)
 - Book Study: Chapter 4- Simplifying Response to Intervention by Buffum and Mattos (45 minutes)
 - Capturing Kids' Hearts (35 minutes)
 21. Wednesday, January 4, 2017 (2:15-3:35)
 - Book Study: Chapter 5- Simplifying Response to Intervention by Buffum and Mattos (50 minutes)
 - Data wall/discussion (30 minutes)
 22. Wednesday, January 11, 2017 (2:15-3:35)
 - ILC 3-A (30 minutes)
 - Book Study: Chapter 6- Simplifying Response to Intervention by Buffum and Mattos (45 minutes)
 - Data wall/discussion (35 minutes)
 23. Wednesday, January 18, 2017 (12:45-3:35)
 - ILC 3-B (45 minutes)
 - Data Workshop (2 hours and 5 minutes)
 24. Thursday, January 19, 2017 (12:45-3:35)
 - Book Study: Chapter 7- Simplifying Response to Intervention by Buffum and Mattos (45 minutes)
 - Special Education/504 Plans (30 minutes)
 - PBIS (30 minutes)
 - Capturing Kids' Hearts (30 minutes)
 - Communication (35 minutes)
 25. Wednesday, January 25, 2017 (2:15-3:35)

- Book Study: Epilogue- Simplifying Response to Intervention by Buffum and Mattos (45 minutes)
 - Big 10 Essential Standards Check/Discussion (35 minutes)
26. Thursday, February 1, 2017 (12:30-3:35)
- ILC 3-C (80 minutes)
27. Wednesday, February 8, 2017 (2:15-3:35)
- ILC 4-A (30 minutes)
 - Book Study/Application: Introduction/Chapter 1- Classroom Instruction That Works by Dean, Hubbell, Pitler, Stone (Marzano's 9 High-Yield Instructional Strategies)- (50 minutes)
28. Wednesday, February 15, 2017 (2:15-3:35)
- ILC 4-B (45 minutes)
 - PBIS (35 minutes)
29. Wednesday, February 22, 2017 (2:15-3:35)
- Book Study/Application: Chapter 2- Classroom Instruction That Works by Dean, Hubbell, Pitler, Stone (Marzano's 9 High-Yield Instructional Strategies)- (45 minutes)
 - Capturing Kids' Hearts (35 minutes)
30. Wednesday, March 1, 2017 (2:15-3:35)
- ILC 4-C (80 minutes)
31. Wednesday, March 8, 2017 (2:15-3:35)
- ILC 5-A (30 minutes)
 - Book Study/Application: Chapter 3- Classroom Instruction That Works by Dean, Hubbell, Pitler, Stone (Marzano's 9 High-Yield Instructional Strategies)- (50 minutes)
32. Wednesday, March 15, 2017 (2:15-3:35)
- ILC 5-B (45 minutes)
 - Book Study/Application: Chapter 4- Classroom Instruction That Works by Dean, Hubbell, Pitler, Stone (Marzano's 9 High-Yield Instructional Strategies)- (35 minutes)
33. Wednesday, March 22, 2017 (2:15-3:35)
- Book Study/Application: Chapter 5- Classroom Instruction That Works by Dean, Hubbell, Pitler, Stone (Marzano's 9 High-Yield Instructional Strategies)- (50 minutes)
 - Communications (30 minutes)
34. Thursday, March 23, 2017 (12:45-3:35)
- Book Study/Application: Chapter 6- Classroom Instruction That Works by Dean, Hubbell, Pitler, Stone (Marzano's 9 High-Yield Instructional Strategies)- (50 minutes)

- Special Education/504 Plans (30 minutes)
 - PBIS (30 minutes)
 - Capturing Kids' Hearts (30 minutes)
 - Data wall discussion (30 minutes)
35. Wednesday, March 29, 2017 (2:15-3:35)
- ILC 5-C (80 minutes)
36. Wednesday, April 12, 2017 (2:15-3:35)
- Book Study/Application: Chapter 7- Classroom Instruction That Works by Dean, Hubbell, Pitler, Stone (Marzano's 9 High-Yield Instructional Strategies)- (45 minutes)
 - Big 10 Essential Standards Check/Discussion (35 minutes)
37. Wednesday, April 19, 2017 (2:15-3:35)
- ILC 6-A (30 minutes)
 - Book Study/Application: Chapter 8- Classroom Instruction That Works by Dean, Hubbell, Pitler, Stone (Marzano's 9 High-Yield Instructional Strategies)- (50 minutes)
38. Wednesday, April 26, 2017 (2:15-3:35)
- Book Study/Application: Chapter 9- Classroom Instruction That Works by Dean, Hubbell, Pitler, Stone (Marzano's 9 High-Yield Instructional Strategies)- (50 minutes)
 - Special Education/504 Plans (30 minutes)
39. Wednesday, May 3, 2017 (2:15-3:35)
- ILC 6-B (45 minutes)
 - PBIS (35 minutes)
40. Wednesday, May 10, 2017 (2:15-3:35)
- Book Study/Application: Chapter 10- Classroom Instruction That Works by Dean, Hubbell, Pitler, Stone (Marzano's 9 High-Yield Instructional Strategies)- (50 minutes)
 - Capturing Kids' Hearts (30 minutes)
41. Wednesday, May 17, 2017 (2:15-3:35)
- Review and conversation with: Truth in Grading by Whitney, Culligan and Brooksher (45 minutes)
 - Data wall/discussion (35 minutes)
42. Wednesday, May 24, 2017 (2:15-3:35)
- ILC 6-C (80 minutes)
43. Wednesday, May 31, 2017 (2:15-3:35)
- Review and conversation with: Simplifying Response to Intervention by Buffum and Mattos (55 minutes)
 - Communications (25 minutes)

44. Wednesday, June 7, 2017 (2:15-3:35)
- Review and conversation with: Classroom Instruction That Works by Dean, Hubbell, Pitler, Stone (Marzano's 9 High-Yield Instructional Strategies)- (45 minutes)
 - Big 10 Essential Standards Check/Discussion (35 minutes)
45. Thursday, June 8, 2017 (12:45-3:30)
- End-of-year discussions

Litchfield High School Professional Development Overview

Year 1

- PBIS
- Data Discussions
- Reading Apprenticeship (Summer 2017)
- STEM Training
- Leveled Literacy Intervention Training
- Essential Standards/Pacing Guides/Big 10
- 1:1 Computing (Summer 2017)
- Apple Training (Summer 2017)
- Truth in Grading Book Study with principal
- Simplifying Response to Intervention Book Study with leadership team
- Classroom Instruction That Works Book Study with instructional coach

Year 2

- PBIS
- Data Discussions
- Reading Apprenticeship and Reading Apprenticeship coaching
- STEM Training
- Essential Standards/Pacing Guides/Big 10
- 1:1 Computing
- Apple Training
- Kagan- Cooperative Learning
- Marzano Review
- Book Study

Year 3

- PBIS
- Data Discussions
- Reading Apprenticeship and Reading Apprenticeship coaching

- STEM Training
- Essential Standards/Pacing Guides/Big 10
- 1:1 Computing
- Apple Training
- Kagan- Character Development
- Marzano Review
- Book Study

Year 4

- PBIS
- Data Discussions
- Reading Apprenticeship and Reading Apprenticeship coaching
- STEM Training
- Essential Standards/Pacing Guides/Big 10
- 1:1 Computing
- Apple Training
- Kagan- Character Development
- Marzano Review
- Book Study

Year 5

- PBIS
- Data Discussions
- Reading Apprenticeship and Reading Apprenticeship coaching
- STEM Training
- Essential Standards/Pacing Guides/Big 10
- 1:1 Computing
- Apple Training
- Kagan Review
- Marzano Review
- Book Study

Attachment D: SIG Timeline

Activities that have already occurred due to priority school status

- Professional book studies have been completed
- Some Leveled Literacy Intervention training has taken place
- Initial Capturing Kids' Hearts training with all staff
- Instructional Learning Cycles
- PBIS Year I implementation

Pre-Implementation

For year one, book studies will begin, all positions will begin except for STEM and LLI teachers, technology will be ordered and professional development and systems will begin during the 2016-17 school year as well as the summer of 2017. Those hired will begin their positions in a pre-implementation/planning manner. Building personnel responsible for the book studies are the principal and leadership team. The entire 6-12 instructional staff will be participating. Hiring of all positions will happen through the building principal. Professional development and systems will be procured and put into place by the SIG coordinator, principal and leadership team. Appropriate personnel will be trained during this time. Also, staff will be participating in data discussions during this time.

Expanded Timeline

In years two through four, all staff will be in place, additional technology will be gradually purchased, and allowing staff to implement with fidelity, and professional development will build upon what has already been introduced. Book studies will continue for instructional staff. During this time, building personnel responsible for facilitating and monitoring will be the building principal and the leadership team, as well as the SIG coordinator and state assigned monitor. All appropriate personnel will be active in professional development and data will be evaluated to monitor and assess progress.

Sustaining Reforms

In year five, most positions will be at a .14 FTE, except for the Family/Community Liaison who will remain at a .25 FTE. Technology will be in place, professional development will be to maintain instructional practices introduced over

the grant cycle and coaching will have a supportive role. The ongoing professional development from the first four years will give our instructional staff and leaders the capabilities to sustain the initiatives of the grant.

Attachment E: Annual Goals

Insert annual goals here. A template is provided for your reference.

	Current Proficiency Rate 2015-2016	Goal for 2016-2017	Goal for 2017-2018	Goal for 2018-19	Goal for 2019-20	Goal for 2020-21
Reading	37%	50%	62%	75%	87%	100%
Mathematics	15%	32%	49%	66%	83%	100%
Writing						100%
Social Studies	16%	32%	49%	65%	82%	100%
Science	15%	32%	49%	65%	83%	100%

Attachment F.2:

Preliminary School Budget OPTION 1

NOTE: Preliminary budgets are for planning and review purposes only. **Initial approval** of the grant application **does not grant explicit approval to preliminary budget items**. Final approval of SIG budget items occurs in the Michigan Electronic Grants System Plus (MEGS+) and is subject to Title I rules of supplement vs. supplant, tests of allowability, and reasonable and necessary expenditures to support the approved reform model. **Inclusion of an item in the preliminary budget does not guarantee it will be approved as a line item submitted in MEGS+.**

LEAs may apply for School Improvement grants for each individual eligible school building within their jurisdiction. For the purposes of this grant, eligible school buildings are Title I eligible or Title I receiving Priority or Focus schools.

A separate budget overview is required for each building. Please use duplicate pages as necessary. The budget must cover the five-year period of the grant, with each year separate and distinct from the preceding year. Budgets that do not distinguish between the five years of the grant will be considered incomplete and will receive reduced scores accordingly.

There are two options allowed for the five-year grant period. These are detailed below:

Option 1 Overview:

- Year 1: Pre-implementation and planning not to exceed \$500,000. These activities comprise the budget for year 1.
- Years 2-4: Full implementation not to exceed \$1 million annually. Each year of implementation requires a separate budget.
- Year 5: Sustaining SIG funded reforms not to exceed \$500,000. Sustainable activities comprise the year 5 budget.

The following general guidelines must be adhered to in creating the school budget:

- External service provider expenditures should not exceed 30% of the total annual building award.
- Personnel expenditures should not exceed 30% of the total annual building award.
- Technology expenditures should not exceed 20% of the total annual building award.
- Professional development expenditures should not exceed 20% of the total annual building award.

Use the supplied template on the following page to complete the school level budget overview.

SCHOOL IMPROVEMENT GRANT PRELIMINARY BUDGET FORM

OPTION 1

Pre-implementation/planning in Year 1, full implementation in Years 2 - 4, and Sustaining Reforms in Year 5.

INSTRUCTIONS: Please complete a School Improvement Grant Preliminary Budget Overview **for EACH building**. Annual budgets are submitted in MEGS+ for final review and approval by MDE.

NOTE: Approval of the preliminary budget in the review process **does not guarantee** preliminary budget items will be **approved** in the final budget in MEGS+.

Legal Name of District Applicant Litchfield Community Schools

District Code: 30040

Budget Summary for: Litchfield High School

Building Code: 02237

5 Year School Preliminary Budget Overview

GRANT YEAR	MAXIMUM	SALARIES	BENEFITS	PURCHASED SERVICES	SUPPLIES & MATERIALS	OTHER EXPENDITURES	TOTAL EXPENDITURES
1	\$500,000	\$117,000	\$33,000	\$120,000	\$230,000	0	\$500,000
2	\$750,000	\$175,000	\$50,000	\$120,000	\$405,000	0	\$750,000
3	\$750,000	\$175,000	\$50,000	\$120,000	\$405,000	0	\$750,000
4	\$750,000	\$175,000	\$50,000	\$120,000	\$405,000	0	\$750,000
5	\$500,000	\$117,000	\$33,000	\$120,000	\$230,000	0	\$500,000
GRAND TOTAL	\$3,250,000	\$759,000	\$216,000	\$600,000	\$1,675,000	0	\$3,250,000

Attachment G: ASSURANCES AND CERTIFICATIONS

INSTRUCTIONS: *Please review the assurances and certification statements that are listed below. Signatures on the application cover sheet indicate the applicant entity has read, understand, and agrees to the assurances and certifications herein.*

SPECIFIC PROGRAM ASSURANCES

The following provisions are understood by the recipients of the grants should it be awarded:

1. The LEA will use its School Improvement Grant to implement fully and effectively an intervention in priority and focus school, which the LEA commits to serve consistent with the final requirements.
2. The LEA will establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school, or priority and focus school, that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds.
3. The LEA will report to the MDE the school-level data required under section III of the final requirements, including baseline data for the year prior to SIG implementation.
4. The LEA will ensure that each priority and focus school that it commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions.
5. The grant award is approved and is not assignable to a third party without specific approval. Funds shall be expended in conformity with the budget. Line item changes and other deviations from the budget as attached to this grant agreement must have prior approval from the Office of Education Improvement and Innovation unit of the Michigan Department of Education.
6. The Michigan Department of Education is not liable for any costs incurred by the grantee prior to the issuance of the grant award.
7. Payments made under the provision of this grant are subject to audit by the grantor.
8. If the recipient implements a restart model in an eligible school, it must include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements.
9. The recipient must monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality.
10. The recipient must monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding.

CERTIFICATION REGARDING LOBBYING FOR GRANTS AND COOPERATIVE AGREEMENTS

No federal, appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of a federal agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement. If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member Of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form – LL*Disclosure Form to Report Lobbying*, in accordance with its instructions. The undersigned shall require that the language of this certification be included in the awards documents for all sub awards at all tiers (including sub grants, contracts under grants and cooperative agreements, and subcontracts) and that all sub recipients shall certify and disclose accordingly.

CERTIFICATION REGARDING DEBARMENT, SUSPENSION, INELIGIBILITY, AND VOLUNTARY EXCLUSION – LOWER TIER COVERED TRANSACTIONS

The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participating in this transaction by any Federal department or agency. Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal. **OG-4929**

ASSURANCE WITH P.L. 111-117 OF THE U.S. DEPARTMENT OF EDUCATION OMNIBUS APPROPRIATION ACT OF 2010

When issuing statements, press releases, requests for proposals, solicitations, and other documents describing this project, the recipient shall state clearly: 1) the dollar amount of federal funds for the project, 2) the percentage of the total cost of the project that will be financed with federal funds, and 3) the percentage and dollar amount of the total cost of the project that will be financed by nongovernmental sources.

ASSURANCE CONCERNING MATERIALS DEVELOPED WITH FUNDS AWARDED UNDER THIS GRANT

The grantee assures that the following statement will be included on any publication or project materials developed with funds awarded under this program, including reports, films, brochures, and flyers: "These materials were developed under a grant awarded by the Michigan Department of Education."

CERTIFICATION REGARDING NONDISCRIMINATION UNDER FEDERALLY AND STATE ASSISTED PROGRAMS

The applicant hereby agrees that it will comply with all federal and Michigan laws and regulations prohibiting discrimination and, in accordance therewith, no person, on the basis of race, color, religion, national origin or ancestry, age, sex, marital status or handicap, shall be discriminated against, excluded from participation in, denied the benefits of, or otherwise be subjected to discrimination in any program or activity for which it is responsible or for which it receives financial assistance from the U.S. Department of Education or the Michigan Department of Education.

CERTIFICATION REGARDING BOY SCOUTS OF AMERICA EQUAL ACCESS ACT, 20 U.S.C. 7905, 34 CFR PART 108.

A State or sub grantee that is a covered entity as defined in Sec. 108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

PARTICIPATION OF NONPUBLIC SCHOOLS

The applicant assures that private nonprofit schools have been invited to participate in planning and implementing the activities of this application.

ASSURANCE REGARDING ACCESS TO RECORDS AND FINANCIAL STATEMENTS

The applicant hereby assures that it will provide the pass-through entity, i.e., the Michigan Department of Education, and auditors with access to the records and financial statements as necessary for the pass-through entity to comply with Section 400 (d) (4) of the U.S. Department of Education Compliance Supplement for A-133.

ASSURANCE REGARDING COMPLIANCE WITH GRANT PROGRAM REQUIREMENTS

The grantee agrees to comply with all applicable requirements of all State statutes, Federal laws, executive orders, regulations, policies and award conditions governing this program. The grantee understands and agrees that if it materially fails to comply with the terms and conditions of the grant award, the Michigan Department of Education may withhold funds otherwise due to the grantee from this grant program, any other federal grant programs or the State School Aid Act of 1979 as amended, until the grantee comes into compliance or the matter has been adjudicated and the amount disallowed has been recaptured (forfeited). The Department may withhold up to 100% of any payment based on a monitoring finding, audit finding or pending final report.

CERTIFICATION REGARDING TITLE II OF THE AMERICANS WITH DISABILITIES ACT (A.D.A.), P.L. 101-336, STATE AND LOCAL GOVERNMENT SERVICES

The Americans with Disabilities Act (ADA) provides comprehensive civil rights protections for individuals with disabilities. Title II of the ADA covers programs, activities, and services of public entities. Title II requires that, "No qualified individual with a disability shall, by reason of such disability be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity, or be subjected to discrimination by such entity." In accordance with Title II ADA provisions, the applicant has conducted a review of its employment and program/service delivery processes and has developed solutions to correcting barriers identified in the review.

CERTIFICATION REGARDING TITLE III OF THE AMERICANS WITH DISABILITIES ACT (A.D.A.), P.L. 101-336, PUBLIC ACCOMMODATIONS AND COMMERCIAL FACILITIES

The Americans with Disabilities Act (ADA) provides comprehensive civil rights protections for individuals with disabilities. Title III of the ADA covers public accommodations (private entities that affect commerce, such as museums, libraries, private schools and day care centers) and only addresses existing facilities

and readily achievable barrier removal. In accordance with Title III provisions, the applicant has taken the necessary action to ensure that individuals with a disability are provided full and equal access to the goods, services, facilities, privileges, advantages, or accommodations offered by the applicant. In addition, a Title III entity, upon receiving a grant from the Michigan Department of Education, is required to meet the higher standards (i.e., program accessibility standards) as set forth in Title III of the ADA for the program or service for which they receive a grant.

CERTIFICATION REGARDING GUN-FREE SCHOOLS - Federal Programs (Section 4141, Part A, Title IV, NCLB)

The applicant assures that it has in effect a policy requiring the expulsion from school for a period of not less than one year of any student who is determined to have brought a weapon to school under the jurisdiction of the agency except such policy may allow the chief administering officer of the agency to modify such expulsion requirements for student on a case-by-case basis. (The term "weapon" means a firearm as such term is defined in Section 92` of Title 18, United States Code.)

The district has adopted, or is in the process of adopting, a policy requiring referral to the criminal or juvenile justice system of any student who brings a firearm or weapon to a school served by the agency.

AUDIT REQUIREMENTS

All grant recipients who spend \$500,000 or more in federal funds from one or more sources are required to have an audit performed in compliance with the Single Audit Act (effective July 1, 2003).

Further, the applicant hereby assures that it will direct its auditors to provide the Michigan Department of Education access to their audit work papers upon the request of the Michigan Department of Education.

ASSURANCE AGAINST TRAFFICKING IN PERSONS

The applicant assures that it adopts the requirements in the code of Federal Regulations at 2CFR 175 as a condition for this grant. You as a sub recipient under this award and your employees may not—

- I. Engage in severe forms of trafficking in persons during the period of time that the award is in effect,
- II. Procure a commercial sex act during the period of time that the award is in effect; or
- III. Use forced labor in the performance of the award or sub awards under the award,
- IV. Under this condition, the Federal awarding agency may terminate this grant without penalty for any violation of these prohibitions by the grantee, its employees or its sub recipients.

ASSURANCE REGARDING THE PROHIBITION OF TEXT MESSAGING AND EMAILING WHILE DRIVING DURING OFFICIAL FEDERAL GRANT BUSINESS

The applicant assures that it prohibits text messaging and emailing while driving during official grant business. Federal grant recipients, sub recipients and their grant personnel are prohibited from text messaging while driving a government owned vehicle, or while driving their own privately owned vehicle during official grant business, or from using government supplied electronic equipment to text message or email when driving.

Recipients must comply with these conditions under Executive Order 13513, "Federal Leadership on Reducing Text Messaging While Driving," October 1, 2009.

CERTIFICATION REGARDING UNIVERSAL IDENTIFIER REQUIREMENTS

The applicant or grant recipient certifies it will meet the requirement for supplying a Data Universal Numbering systems (DUNS) number. As a condition of a sub recipient of a federal grant award, you must supply a DUNS number to the MDE. No entity may receive a federal sub award without a DUNS number. The MDE will not make a sub award to an entity unless that entity has provided its DUNS number.

ASSURANCE REGARDING REPORTING SUBAWARD DATA FOR SUBRECIPIENTS

The Federal Funding Accountability and Transparency Act (FFATA) is designed to increase transparency and improve the public's access to Federal government information. To this end, FFATA requires that sub award data be reported for all new Federal grants funded at \$25,000 or more with an award date on or after October 1, 2010.

IN ADDITION:

This project/program will not supplant nor duplicate an existing School Improvement Plan. In the case of priority schools already implementing a state approve reform/redesign plan, the grant will be used to supplement, expand, or otherwise substantially increase the efforts and work of the selected reform model. Grant funds shall not be used for a reform model that has not been approved by the Michigan Department of Education.